DOCUMENT RESUME

ED 297 463 EA 020 226

AUTHOR Vandenberghe, Roland
TITLE Development of a Questionnaire for Asssessing Principal Change Facilitator Style.
PUB DATE Apr 88
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; *Administrator Effectiveness; Change Agents; Educational Change; *Educational Improvement; *Educational Innovation; Primary Education; *Principals; *Questionnaires
IDENTIFIERS *Belgium

ABSTRACT

This questionnaire puts the principal's role in school improvement projects into a conceptual framework and measures six areas: organizational efficiency, social-informal "concern for people," concern for the educational activities in the classroom, nonintervention techniques, ability to plan and share visions, and ability to trust in others to act in a professional manner. The analysis is based on 499 questionnaires coming from 30 primary schools. In summary, the results of the questionnnaire provide a picture of a cluster of qualities that are correlated with success in permanent improvement of a school. References are included, and graphs of the results of the six subscales and a detailed description of the dimensions of the questionnaire are appended. (LMS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED297463

DEVELOPMENT OF A QUESTIONNAIRE FOR ASSESSING PRINCIPAL CHANGE FACILITATOR STYLE

SYMPOSIUM : ANALYZING AND MEASURING PRINCIPAL FACILITATOR STYLE DURING SCHOOL IMPROVEMENT EFFORTS

ROLAND VANDENBERGHE
University of Leuven
Center for Educational Policy
and Innovation
Vesaliusstraat 2, 3000 Leuven

Paper presented at the Annual Meeting of the American Educational Research Association

New Orleans

April 1988

EA020226

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Roland Vandenberghe

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Development of a questionnaire for assessing principal change facilitator style

R. Vandenberghe
Center for Educational
Policy and Innovation
K.U. Leuven
Belgium

1. Introduction

One clear message of the planned organizational change research is that change efforts succeed with active principal support (Firestone & Corbett, 1988). Research in the U.S.A. as well as in Western Europe has underlined the importance of the role and the day-to-day activities of the principal (Van der Vegt a.o., 1984; Vandenberghe, 1987a and b; Van der Perre, 1988; Van de Grift, 1987).

"The principal plays an important role in school improvement" is a very general statement. There is a need for a more analytical approach which makes possible a valid description of what a principal does. A more analytical approach is also necessary when one is interested in the development of training programs. One way of looking at the principal's role in improvement projects is to start from a valuable conceptual framework. In this paper we present such a conceptual framework and also the results of a first empirical exploration in Primary Schools in Belgium (in the Dutch speaking part of Belgium). We especially are interested in one specific characteristic that distinguishes more effective principals from less effective principals, namely the so-called strategic sense. There are indications that effective principals think differently about their role and define their role in a specific way. There are direct linkages between their analyses of their day-to-day interventions and their thoughts about long-term goals and visions. There is a dynamic ongoing self examining of their facilitating activities that sets them apart from more typical and less effective principals (Hall, 1987).

We will first look for some research data which underscore the existence and the importance of this characteristics (see section 2). In the next section the results of a first empirical exploration are presented.

2. Strategic sense : a first exploration

In a study with 24 Primary Schools, involved in a comprehensive improvement project (called "The Renewed Primary School-project"). four different types of local innovation policy could be distinguished. The underlying assumption was that schools that are confronted with a comprehensive or large-scale innovation project will develop an "organizational reaction". In other words : a local school will develop a "local innovation policy". The nature and the quality of this local innovation policy will differ from one school to another. It was possible to distinguish some general patterns in the overall organizational reactions. We have called this general patterns types of local innovation policy. There was also a clear correlation between the type of local innovation policy and the degree of implementation of the improvement goals (Vandenberghe, 1987a).

One local innovation policy (L.I.P.) was called the planning-L.I.P. The principals of these schools had an important influence on the innovation process. They were able to define the local policy. Most of the efforts of the principal were aimed at the implementation of the innovation in the classroom with the purpose of improving existing teaching practice. These efforts were coordinated by means of a plan (for one school year), wherein a number of specific indications for changes in teaching practice are pointed out. This policy led to quite a number of changes in classroom practice at relative short notice.

By passing on information about innovations and having frequent discussions about this information, the principal made the teaching staff aware of the development he prefers. The principal communicated systematically and frequently with the teachers about the plan he had in mind and about the changes he would like to see implemented. Thus, he was successful in introducing his plan to the teachers and by doing so he made clear his expectations about the needed changes at the classroom level. This systematic communication occured during staff meetings, during informal conversation and during classroom visits.

It often occured that the plan and the agreements with respect to the implementation of changes were written down.

These principals also builded a specific relationship with external change facilitators : whenever they thought that an external CF is an expert on a specific innovation, they invited them, after consultation and in agreement with the staff.

Principals who developed a planning L.I.P. have clearly a long term vision and were able to translate this vision into effective day-to-day facilitating activities. What they prefered and wished to change was clearly communicated and teachers were pushed to accomplish all they could. Interactions with external change facilitators were centered on the work at hand and on the problems defined by the school staff.

Further indications of the importance of strategic sense were found in a more recent study (Vandenberghe, 1987c). Schools that wish to start the Renewed Primary School-project have to implement an initiation-program. During one school year these schools have to implement an OD-program called "School Based Review" (SBR). A program and an inservice program for principals was developed by a central (national) team of change facilitators (Depoortere, De Soete & Hellyn, 1987). The assumption is that the principal is the key person when an initiation program must be implemented.

In a first part of the study the implementation of the SBR-program was analyzed. In a more extensive second part, 12 schools (cases) were described. Here, the research team was interested in the relationship between the way the SBR-program was implemented during the previous school year and the way some particular innovations were implemented during the next school year (see also, Van den Berg & Vandenberghe, 1988). Based on qualitative data (two interviews with teachers and principals; telephone interviews with the principals; short classroom observations; the use of important school documents) the research team was able to distinguish four different groups of schools. There were only in two groups (six schools) clear indications that the staff was implementing a particular innovation and that this innovative activities were indeed related to the SBR-program implemented during the previous school year.

Looking at the activities by the principal of more successful schools, both during the initiation period (1 school year) and the next school year, it is very clear that the so-called strategic sense is indeed very important. This dimension is well illustrated in the following activities by the principal.

Principals of successful schools informed their staff in a detailled way about the in-service activities they went through. Some of them made a report and discussed the importance (and also the limits) of the SBR-approach already during the preparation period. Asked for a clarification of this activities (during the interviews) these principals explained that by informing the staff they demonstrated their belief in the underlying assumptions and strenghts of the program. And they also found it necessary to do so, because the staff was expected to go through the same program.

More important indications of "strategic sense" were found when the principal activities during the implementation of the SBR-program were analyzed. In successful schools the number of staff meetings increased, a large part of the meetings was devoted to SBR-activities and very detailed reports were made and distributed among staff. By doing so, the principals gave clear signals to the staff that what they are doing now is very important for the school and for future activities. In other words : the activities and the messages were related to the core tasks, preparing for a school improvement project. The heart of this activities is the signaling of organizational objectives and the reinforcement of attempts to enact them (Firestone & Corbett, 1988M, p. 331). In summary : leadership behavior expressing the long-term importance of innovative activities is an essential aspect of "strategic sense".

In successful schools we also observed that principals created a support structure. In order to implement the SBR-activities in an efficient way, these principals asked teachers to become members of a internal facilitating team. Such a facilitating team, within the school, was responsible for the whole school-based review process. In terms of strategic sense, one could say that another essential aspect of this dimension is the creation of social support and recognition of the SBR-program as a collection of worthwhile activities. In other words : this support structure created a guarantee that the assumed long-term effects of OD-activities will be realized.

At last, one other result of the study clarifies to some extent the meaning as well as the importance of strategic sense. Principals could contact external change facilitators and ask for support in case of implementation problems. Principals of successful schools did indeed contact external change facilitators, but only when they had some very specific problems (see also the principals of the planning type of local innovation policy).

They asked for support or additional information after a period of a local exploration of the problems they wanted to solve. So, it seems that a constructive problem-oriented relationship with external change facilitators is another essential aspect of strategic sense.

Based on these and other studies a conceptual framework was developed (see Appendix 1 and Hall & Vandenberghe, 1987). Three dimensions, Concern for People, Organizational Efficiency and Strategic Sense were distinguished. For each dimension, considered as a continuum, two poles were described. In figure 1, an overview of the conceptual structure of the Change Facilitator Style Questionnaire for Principals (CFSQ) is given.

Fig. 1 : Conceptual Structure of the CFSQ

Dimension	Poles
Concern for people	- Social / Informal
	- Formal / Meaningful
Organizational Efficiency	- Trust in others
	- Administrative efficiency
Strategic Sense	- Day - to - day
	- Vision and planning

3. Questionnaire construction and data collection

The result of several (mental) try outs was a questionnaire of 77 statements representing the three dimensions and the six poles.
Respondents were asked to assess the statements using a six-point scale going from 1 (Never - or - not true) to 6 (Always - or - very true). In the first (empirical) try out two other categories were added : NI, meaning "I don't have enough information to assess that statement" and ? "The statement is unclear for me". The "NI"-category is important because we ask teachers to assess principals activities. And it may well be that teachers don't have information about all the principal activities. "?" as a category was meant to collect information about the clarity of the formulation of a statement.

Since two years the Center for Educational Policy and Innovation of the University of Leuven developed a network with Primary School Inspectors who are interested in doing research. During two work shops the conceptual framework of the CFSQ and the questionnaire itself were discussed and presented. A strategy was developed, in collaboration with the inspectors, for the collection of the data. They went to several schools in their district, explained the objectives of the study, and asked the teachers to fill out the questionnaire. As far as the selection of principals is concerned, one general guideline was taken into consideration : "given the conceptual framework try to select schools with principals with a different style". In other words : we tried to collect data from a heterogeneous group as far as the three dimensions are concerned.

4. Sample

The analysis (see next section) is based on 499 questionnaires coming from 30 primary schools (17 male and 13 female principals). 10 of these 30 schools are involved in the Renewed Primary School project (six schools since september 1980; 4 since september 1985). The professional experience as a principal is different among the 30 principals (see table 1).

Table 1 : Experience as a principal : number of years

	n
2 - 5 years	13
6 10 years	10
> 10 years	7
	30

5. Data analysis

In this section a summary is given of the different steps of the data analysis. Before the analysis six items (1) were excluded, because more than 10 percent of the respondents has indicated "NI". ("I don't have enough information to assess this statement") or "?" ("The statement is unclear for me").

First a principal factoring with interations was performed on the data. Six factors were retained (2). In a second step a factor analysis with varimax rotation was performed. Items with a minimum loading of .30 were retained. Looking at these factors and taking into consideration the meaning of the statements with a high loading on each factor, it became clear that it was not possible to retain the conceptual structure as described in Appendix 1 (3). There were striking similarities but there were also clear indications for one or two dimensions which couldn't easily situated in the conceptual framework.

Based on these observations a new target matrix was constructed. The factors were then rotated to match a binary matrix where, according to a priori scale assignment, each item had a loading of one on a single factor and a zero loading on all of the other factors.

The foregoing steps led at last to six identifiable factors. These factors are used as subscales for the description of the 30 principals involved in this study (4).

The α-coëfficients ranged from .95 (subscale 1) to .64 (subscale 6). This last observation means that a revision of the experimental instrument is necessary in order to obtained a higher reliability.

For the identification of the subscales (and interpretation of a principal profile), the correlations between the 6 subscales are useful. These intercorrelations give an indication of the meaning and the relationship of the subscales (see Tabel 2) (5).

Table 2 : Intercorrelations between the 6 subscales
(n = 30 schools)

	1	2	3	4	5	6
1	-	.42	.84	-.74	.82	-.40
2		-	.46	-.38	.21	.41
3			-	-.67	.76	-.34
4				-	-.71	.30
5					-	-.52
6						-

6. Principal change facilitator style : a first empirical exploration

In this section a description of the six subscales is presented. We also will compare the conceptual structure of the CFSQ (see fig. 1) with these first empirical findings.

Subscale 1 can be labeled as Organizational Efficiency (α =.95). A principal scoring high on this subscale is perceived by the staff as having clear ideas about the different tasks to be done, provides guidelines for efficient operations of the school, takes the lead in identifying future priorities, gets to the point quickly, etc...
In other words : subscale 1 gives an indication of the way a school is organized in general and about the management of the school by the principal.

Principals scoring low on this subscale seem to be disorganized at times, propose mostly loosely defined solutions, explore issues in a loosely structured way, delay making decisions to the last possible moment, etc...

Subscale 2 (α = .89) is a clear indication of the social-informal pole of the dimension "Concern for people". A principal scoring high on this subscale attends to personal problems, is heavily involved in what happens with students and teachers, is primarily concerned about how teacher feel, etc... In other words : a principal scoring high on this subscale is perceived by the teachers as a supportive person who cares about the people working in the school. Good relationships and positive support are very important for this principal.

Subscale 3 (α = .70) gives an indication of the concerns for improvement of the quality of the teaching-learning activities in the classroom. To some extent, this subscale is related to the formal/meaningful pole of the "Concern for People"-dimension. A principal scoring high on this subscale has high expectations for teachers, seeks and uses ideas about teaching from teachers, initiates new projects and activities that address student needs, asks questions about what teachers are doing in their classroom and is in classrooms daily. In other words : a principal scoring high on this subscale is perceived by the teachers as having a high interest in what is going on in the classrooms. This principal also takes initiatives if needed, in order to improve the quality of the teaching-learning process in the classroom.

Subschale 4 (α=.67) is almost the opposite of subscale 3. A principal scoring high on this subscale can be labeled as a "non-interventionist". A principal scoring high on this subscale puts little emphasis on following schedules and procedures, rarely follows up on teacher ideas, rarely visits classrooms, has a limited understanding of what teachers do in their classroom, listens but gives little advice, etc...

Subscale 5 (α=.81) can be labeled as vision and planning about the improvement of the school and the introduction of innovations if needed. A principal scoring high on this subscale knows a lot about teaching and curriculum, doesn't rely on others to bring about change, has many ideas for improving the school, knows a lot about innovations and has a view about the future of his school.
Subscale 4 gives an indication of the way a principal finds it important to intervene at the classroom level, subscale 5 on the other hand gives more an indication of the way a principal works on the improvement of his school based on a general improvement vision and plan.

Subschale 6 (α=.64) seems to be a combination of the "day to day"-pole of the "Strategic Sense"-dimension and the "trust in others"-pole of the "Organizational Efficiency"-dimension. A principal scoring high on this subscale allows others to take the lead, gives teachers a lot of autonomy, assumes that teachers know what to do, leaves teachers on their own, lets external facilitators come and go as they please, lets persons from outside do many things in the school, etc. In other words : a principal scoring high on this subscale assumes that teachers and external change facilitators are professionals and that there is no need for extra support or for specific arrangments.

Comparing these descriptions of the six subscales with the apriori conceptual framework, one comes to the following conclusion (see fig. 2).

Fig. 2 Comparison between the conceptual framework and the empirical findings

Social-Informal S2	Formal-Meaningful S3
Trust in others S6 (S4)	Administrative Efficiency S1
Day-to-day (S6)	Vision and planning S5

It is clear from figure 2 that it is worthwhile to explore further the three dimensions and the six poles. The meaning of these findings can further be analyzed by looking at the intercorrelations between the six subscales (see table 2).

There are high correlations between subscale 1 and 3 (.84), subscale 1 and 5 (.82) and between subscale 3 and 5 (.76). Principals perceived by their teachers as being able to organize the daily activities in the school in an efficient way, are also principals who stress the importance of the classroom activities and focus on the permanent improvement of their school. In other words : planning and vision, instructional leadership and organizational efficiency form an important cluster.

The correlations between these 3 subscales and the subscale 4 and 6, as one can expect, are negative (see table 2). This means that principals demonstrating a high level of organizational efficiency, with an interest for classroom activities and a vision about the future development of their school, have also the idea that interventions are necessary (subscale 4) and that allowing a high amount of autonomy for teachers and external change facilitators is not (always) a worthwhile situation (subscale 6) (see also the constructive problem-oriented relationship with external change facilitators, described in section 2).

Looking at table 2, there is one other aspect of the correlations between the subscales to be discussed. The correlations between subscale 2 and 1 (.42), and 3 (.46) and 5 (.21) indicate that a supportive concern for people is part of the cluster formed by the subscales 1, 3 and 5. On the other hand, there is a negative correlation with subscale 4 (.-38) but a positive correlation with subscale 6 (.41). These findings are meaningful : positive relationships and support exclude a non-intervention-strategy by the principal but don't exclude trust in others as defined in subscale 6.

In summary : the descriptions of the six subscales as well as the intercorrelations between the subscales give a meaningful picture of the change facilitator style of a principal (6).

There is still one important question to consider : are the assumptions about the existence and the importance of the so-called "Strategic Sense" confirmed ? There are indications that planning (see subscale 1) and vision (see subscales 3 and 5) are indeed realities as far as they can be assessed by the teachers. But the results also indicated that more research

is needed. It is not clear if strategic sense is an independent dimension (as it is presented in Appendix 1). Looking back at the description and interpretation of the six subscales, one could look for another theoretical construction in which "strategic sense" is more a general underlying dimension which is manifested in organizational efficiency (subscale 1), in classroom directed activities and expectations (subscale 3) and in a focus on school renewal (subscale 5). This and other hypotheses should be explored in future studies (7).

7. The CFSQ : principal's profiles

In this last section, three individual profiles will be presented, using z-scores (mean = 0, SD = 1). This three profiles give a first indication that it is possible to distinguish different styles. This is of course a first exploration; more data are needed for a detailed and valid description of different styles.

In school 1 (fig. 3) the principal is perceived as a leader with a low degree of organizational efficiency (subscale 1), low in social-informal support (subscale 2). He is also perceived by the teachers as a person without a vision for his school (subscale 5) and without a plan for classroom interventions (subscale 3). This image is confirmed by a high score on subscale 4 (a principal perceived as a "non-interventionist"). He is also a leader allowing a high degree of autonomy for teachers and external change facilitator (subscale 6).

Figure 4 (school 2) gives another image. It's the opposite of what is presented in figure 3. This principal has a high score on subscale 3 (supporting classroom activities) and on subscale 5 (vision and planning) and also a score above the mean for subscale 1 and 2. The two subscales (4 and 6) below the mean confirm the (positive) scores on the four other subscales.

Figure 5 (school 5) is an interesting profile, because this principal is scoring very low on the two subscales concerning relationship with teachers and people from outside the school (see the score on subscale 2 and 6). This principal is well organized (subscale 1), is intervening at the classroom level (subscale 3) and has some ideas about the future of his school (subscale 5). But his relationship with his teacher is less supportive (subscale 2) and he doesn't allow autonomy for teacher and external change facilitators (subscale 6).

FIGURE 3

SCHOOL=1

PLOT OF Z*SCHAAL SYMBOL USED IS *

FIGURE 4

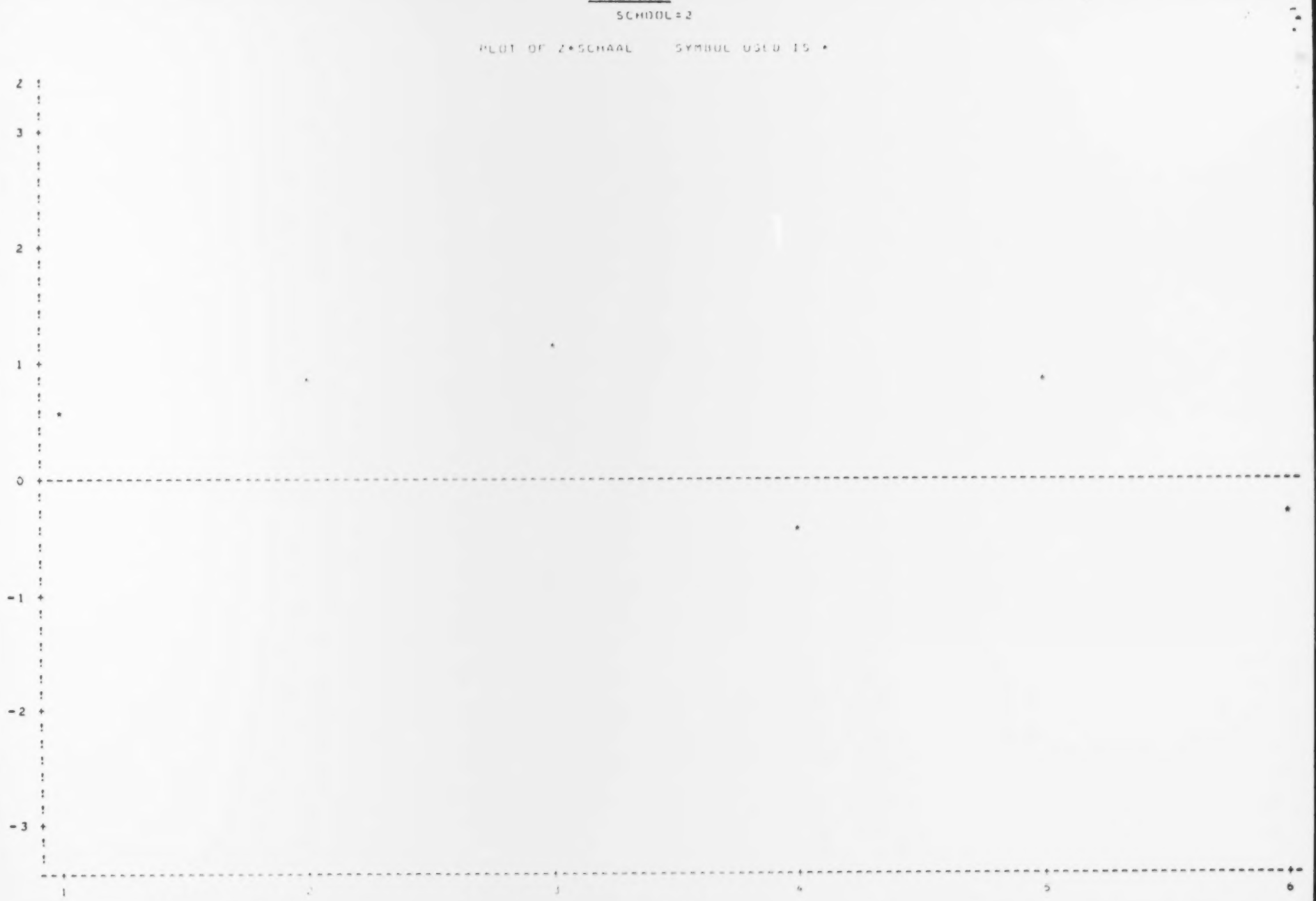
SCHOOL=2
PLOT OF Z*SCHAAL SYMBOL USED IS *
Z
3
2
1
0
-1
-2
-3
1
2
3
4
5
6
scales

FIGURE 5

SCHOOL=5

18

These three examples - which are only a very first exploration - indicate that in the near future, by combining score on the six subscales, it will be possible to create a basis for an interesting description of the style of individual principals.

Notes

(1) The following items were excluded :
67 : How resources are distributed is not clear
49 : Anticipates administrative needs
13 : Consultants and specialists seem to spent a lot of time with him/her
47 : Uses many sources to learn more about the program/innovation
71 : Avoids talking about the goals of the school in public

(2) In the data from the 10 schools involved in the Renewed Primary School, it was possible to identify 9 factors.

(3) This observation was confirmed by a congruence analysis (Procrutes) using the conceptual structure as a target matrix.

(4) An indication of the degree of congruence between the hypothetical target structure and the empirical structure can be found in the congruence-coëfficients.

	"Transformed"					
"Hypothetical"	1	2	3	4	5	6
1	.84					
2		.84				
3			.73			
4				.75		
5					.71	
6						.84

(5) Intercorrelations between subscales based on individual respondents

	1	2	3	4	5	6
1	-	.46	.57	-.45	.70	-.19
2		-	.45	-.27	.35	.26
3			-	-.28	.50	-.06
4				-	-.44	.08
5					-	-.20
6						-

(6) This general statement was confirmed during a workshop with the Primary School Inspectors who are menmbers of our research network. These inspectors were able to identify in a correct way 20 of the 30 principals they know. This is also a first indication of the validity of the questionnaire.

(7) We just fineshed the data collection in 27 Primary School, involved in the Renewed Primary School project. Besides the CDSQ, we also used a questionnaire for the assessment of the School Culture. In 9 schools half of the teachers were interviewed. We hope to be able to analyze the relationships between the CFS and the School Culture both in quantitative and qualitative ways.

Bibliography

Depoortere, J., M. De Soete & J. Hellyn, (1987). The Belgian case : school based review as a means of starting a school innovation project. R. Bollen & D. Hopkins (Eds), School based review : towards a praxis. Leuven, Acco.

Firestone, W.A. & H.D. Corbett (1988). Planned organizational change. N.J. Boyan (Ed.), Handbook of research on educational administration. New York - London, Longmann.

Hall, G. (1987). Strategic sense : the key to reflective leadership in school principals. (Paper presented at the Conference on Reflection in Teacher Education, Houston.)

Hall, G. & R. Vandenberghe (1987). Change facilitator style questionnaire for principals. Dimensions descriptions. Gainesville - Leuven, Department of Educational Leadership - Center for Educational Policy and Innovation.

Van de Grift, W. (1987). De rol van de schoolleider bij onderwijsvernieuwingen. (The role of the school leader in school improvement) Den Haag, Vurga Uitgeverij.

Van den Berg, R.M. & R. Vandenberghe (1988). Onderwijsvernieuwing op een keerpunt. (School improvement on a turning point) Tilburg, Zwijsen.

Vandenberghe, R. (1987a). The Renewed Primary School in Belgium. Analysis of the local innovation policy. (Paper presented at the annual AERA-meeting, Washington).

Vandenberghe, R. (1987b). The principal as maker of a local innovation policy. Linking research to practice. (Paper presented at the annual AERA-meeting, Washington).

Vandenberghe, R. (1987c). De schoolbetrokken zelfanalyse als voorbereiding op het V.L.O.-project. Een follow-up onderzoek in twaalf scholen. Univ. of Leuven, Center for Educational Policy and Innovation (mimeo, in Dutch).

Van der Perre, C. (1988). Interne begeleiding van onderwijsvernieuwing. Een empirisch onderzoek naar de begeleidingsactiviteiten van V.L.O.-schoolhoofden. Univ. of Leuven, Center for Educational Policy and Innovations (Doctoral dissertation, in Dutch).

Van der Vegt, R., G.R.P. Bruining & H. Knip (1984). School leadership and implementation : on implementing educational change in schools. Univ. of Nijmegen, Vakgroep Onderwijskunde.

Change Facilitator Style Questionnaire For Principals

Dimension descriptions

Gene Hall and Roland Vandenberghe

April 30, 1987

I. CONCERN FOR PEOPLE

People have feelings and attitudes about their work and change. They have personal needs too. Principals can monitor, attend to and affect these concerns and needs in different ways and with different emphases. For example, it is possible to spend little time in directly addressing the feelings of others or to become preoccupied with listening to and responding to each concern that is expressed. The emphasis can be on attending to individual concerns as they are expressed day to day, or focus on more enduring needs of all staff, with attention to individual concerns only when these are major to the person and have the potential of affecting over all performance.

The Concern for People dimension addresses the degree to which the facilitator emphasizes social/informal to more formal/meaningful interactions with clients. At one extreme the discussions with clients deal mostly with moment to moment topics and many of the topics of interaction are unrelated to work. When work related topics are dealt with, it is done in more informal and superficial ways. At this "social/informal" end contacts tend to be loosely coupled and general in focus.

At the formal/meaningful end of the dimension facilitator discussions have a heavy task focus and most contacts with clients are centered around work related topics. Interventions are interconnected and the primary emphasis is on the tasks at hand. Casual social discussions are infrequent. However, when there are significant personal needs these are addressed in ways that are meaningful to those that are affected.

Social/Informal

A facilitator that emphasizes this end of the dimension believes that attending to feelings, open discussions of questions and problems are the important foci. A great deal of time and energy is invested in probing to find out what people inside and outside the school think and feel.

This attention to feelings and perceptions is focused more on listening, trying to understand and acknowledging immediate concerns than in providing answers or anticipating long range consequences. There is a personable, friendly, almost chatty, tone to many of the interactions. When concerns are addressed for resolution it is done in ways that are responsive rather than anticipatory and the emphasis is on being personal and friendly rather than task oriented.

Formal/Meaningful

The general orientation of a principal that emphasizes this end of the dimension is to have interactions that center on school priorities and directions. Discussions and interactions are focused on teaching and learning and substantive issues. The interactions are primarily intended to support teachers in their school related tasks. In his/her interactions the principal is almost always looking for solutions that are lasting.

There is an awareness of the general pattern of feelings and perceptions of the staff. However, the interactions of the principal are not overly influenced by superficial and short lived feelings and needs of people; instead they maintain their emphasis on the teaching and learning activities. When personal concerns and feeling are attended to it is done in ways that are personally meaningful.

II. ORGANIZATIONAL EFFICIENCY

Accomplishing the work of the organization can be facilitated with varying degrees of emphasis on obtaining resources, increasing efficiency and consolidating/sharing responsibilities and authority. Principals can try to do most everything themselves or they can delegate most of it. System procedures, role clarity, work priorities can be made more or less clear and resources organized in ways that increase/decrease availability and effectiveness. The tasks are there, what the leader does him/her self, how priorities are set, how resources are obtained and allocated, what others do and how their efforts combine directly affect the abilities of the staff to accomplish their assigned work.

In this dimension the principals administrative focus is viewed on a continuum that ranges from high administrative efficiency, by creating and making supportive procedures and systems, to high trust in others through casual, informal and less consistent articulation of procedures and delegation of tasks.

Trust in Others

Locating resources, establishing procedures and managing schedules and time are done loosely and inefficiently. Decisions are delayed to allow everyone to have input. Administrative systems and procedures are allowed to evolve in response to needs as they are expressed by staff and in response to external pressures. There is an assumption by the principal that others (teachers) know how to accomplish their jobs and that there should be a minimum of structuring and monitoring by the principal. As needs for additions or changes in structures, rules, and procedures emerge they are gradually acknowledged and changes are introduced as suggestions and guidelines rather than by directly establishing new procedures and policies . Formalizing procedural and policy changes are left to others and time.

Administrative Efficiency

Establishing clear procedures and resource systems to help teachers and others do their jobs efficiently is the priority. The emphasis is on having clear procedures, available resources and a smoothly running organization. The expectation is that administration, scheduling and production tasks should be clearly described and understood and used by all members of the organization. It is believed that with high levels of organizational efficiency teachers can do their jobs better. It is believed that through administrative support the work of others in the organization can be at its best. As needs for new structures and procedures emerge they are established.

III. STRATEGIC SENSE

To varying degrees principals keep in mind an image of the long term view and its relationship to the monthly, weekly and daily activities of themselves and their school. Some principals are more "now" focused, while others think and act with a vivid mental image of how todays actions contribute to accomplishing long term goals. Some are reflective about what they are doing and how all of their activity can add up, while others focus on the moment

to moment, treating each event in isolation from its part in the grand scheme. This visioning encompanies the entry and role of external facilitators too. In some settings external facilitators can enter schools as they wish, while in other settings the principal encourages/discourages their entry and prescribes their role.

Day to Day

At this end of the dimension there is little anticipation of future developments and needs or possible successes/failures. Interventions are made in response to issues and needs as they arise. Knowledge of the details of use of the innovation is limited and the amount of intervening is restricted to responding to questions and gradually completing routine steps. Images of how things could be better and how more rapid movement could be made to gain these ends are incomplete, limited in scope and lack imagination. Structures and solutions are devised "on the spot" as needs arise. These are done with little adjustment or anticipation of longer term patterns, trends or consequences. External facilitators come and go as they wish and spend extraordinary effort in advising the principal.

Vision and Planning

The orientation of this pole is that of having a long term vision that is integrated with an understanding of how the day to day activities are the means that accumulate toward the desired end. There is an intensity to the facilitating activity, with a high degree of interaction that is related to the work at hand. Teachers and others are pushed to accomplish all that they can. Assertive leadership, continual monitoring, commitment to action, and creative interpretations of policy and uses of resources to accomplish longer term goals are clear indicators of this end of the dimension. Also present is the ability to anticipate the possible systematic effects of interventions and the longer term consequences of day to day actions. Effects are accurately predicted and interventions are made in anticipation of likely trends. Interactions with staff and external facilitators are centered on the work at hand. The focus is on tasks, accomplishing school objectives and making continued progress. External facilitators are encouraged/discouraged to be involved in the school according to the principal's perception of the areas of expertise and worth.